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THE SCHOOL REVIEW

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INSTITUTE OF INTERNATIONAL EDUCATION

On February 1, 1919, the Carnegie Endowment for International Peace approved plans which had been under discussion for some time for the establishment of an American agency for the cultivation of intimate relations between educational institutions of this country and those of other countries. Professor Stephen P. Duggan was made director of the new institute. The other organizations which had grown up during the war and had dealt with problems of international education adjusted their relations with the new institute so as to insure co-operation. The first annual report of

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the institute which has just appeared reviews this phase of the situation as follows:

When the institute was about to start upon its career there were already in the field two other organizations, namely, the American University Union and the American Council on Education. The union had established offices in London, Paris, and Rome during the war to meet the needs of American college men and their friends in Europe for military or other service in the cause of the Allies. Its activities were, however, practically confined to France, Great Britain, and Italy. The council, though by no means neglecting the foreign field, devotes its energies primarily to the domestic problems of education. As a result of conferences between the secretary of the union, the director of the council, and the director of the institute, a plan of co-operation between the three organizations has been adopted which has eliminated duplication of work and resulted in the most complete harmony of relations.

The new institute has not attempted to cultivate exchange professorships on the plan common before the war but has provided a fund with which to take advantage of the services of a limited number of Americans who have Sabbatical years and can be sent abroad to represent America.

The most productive activity of the institute has been in the matter of scholarships. The statement of the report on this subject is as follows:

The problem of receiving foreign students here and of sending our own students abroad upon fellowships is more difficult. Foreign universities have few or no fellowships such as exist in ours. If students from American universities are to study abroad upon fellowships, the fellowships must be financed here. There are only a few, and the institute has co-operated in informing inquirers of their existence, such, for example, as those founded by the Association for American Scholarships in French Universities. Some of the colleges and universities of the United States have fellowships for foreign students, though few such scholarships are of sufficient value to pay the entire expenses of the students, especially since the great increase in the cost of living has taken place. During the past two years more than one hundred French girls were received into our institutions upon fellowships which included in most cases, tuition, board, and lodging. In grateful acknowledgment of that courtesy the French government has reciprocated by receiving twenty American girls in French lycées and four in higher institutions. But the number of fellowships upon which foreign students may study here are very small compared to the demand for them. The war has aroused a great interest in the United States in every country of Europe, and large numbers of students are anxious to come here to study but have not the funds. This is also true of Latin America, the Far East, and the Near East. The institute receives daily requests for information upon the subject from all over the world and has succeeded in placing some of the inquirers in colleges.

In addition to these plans for interchange of teachers and students the institute has established bureaus in foreign countries, entertained foreign delegations, helped in the organization of international clubs, and published several helpful lists and descriptive pamphlets for the purpose of facilitating international educational relations.

The address of the institute is 419 West 117 Street, New York City.

HONOR SOCIETY FOR HIGH SCHOOLS

A report was rendered in February before the National Association of Secondary School Principals by a committee which had been appointed to prepare a constitution for a high-school honor society. The report was unfortunately placed at the end of a crowded program and was, therefore, not fully discussed. Principal J. G. Masters of the Central High School of Omaha, chairman of the committee, asks for further consideration of the matter and calls attention to the fact that the committee was continued to report next year.

The proposed constitution of the society which is to be the basis for discussion is as follows:

PROPOSED CONSTITUTION OF AN HONOR SOCIETY FOR HIGH SCHOOLS

ARTICLE I. NAME AND OBJECT

The name of this society shall be the Honor Society of American High Schools, American Honor Society, or High-School Honor Society.

Its object shall be the development of character, high scholarship, and effective leadership and conspicuous service in the high schools of America.

ARTICLE II. ORGANIZATION

The society shall consist of organizations in the various high schools of the United States, supported by public taxation, which are accredited with such agencies as the North Central Association of Colleges and Secondary Schools, the New England Association of Colleges and Secondary Schools, and the Southern Association of Colleges and Secondary Schools, and of those high schools of equal standing. Each society shall have the approval of the National Council for its organization and shall conform to the rules as outlined by the National Association of Secondary School Principals and the National Council.

ARTICLE III. MEMBERSHIP

Membership in the society shall be based upon character, scholarship, and effective leadership within the school. To be eligible for membership, the student must have spent at least two years within the high school electing such student.

Not more than an average of 10 per cent of the class shall be elected to this society and election shall take place only in the semester in which such students are graduated. In no case shall the number of girls exceed 70 per cent of the number of those elected.

ARTICLE IV. ELIGIBILITY

Candidates eligible to membership in this organization shall have a standing of the first fourth in the graduating class. In no case shall any student be elected to membership who is not of high moral character, and preference shall be given always to those students in the above fourth who have shown effective leadership in the activities of the school, or who have rendered signal service to the school and fellow students.

In making the actual selection the ratio of the value of scholarship to effective leadership and service shall be as 6 is to 4.

ARTICLE V. ELECTORS

The selection of members for this society in each high school shall be in such manner or by such method as each principal shall determine.

ARTICLE VI. OFFICERS

The officers of this organization shall be a president, vice-president, corresponding secretary, and secretary-treasurer, with the usual duties attaching to such offices.

ARTICLE VII. SPONSOR

All meetings shall be under the direction of a sponsor selected from the faculty of the high school.

ARTICLE VIII. EXECUTIVE COMMITTEE

The above officers, together with five additional members elected by the organization, shall constitute the executive committee. The executive committee, together with the sponsor, shall have general charge of the meetings and business affairs of the society, but any such action may be subject to review of the entire organization.

ARTICLE IX. FEES AND DUES

There shall be no dues for membership in any of the local organizations, and all necessary funds shall be raised by vote of that organization. Each local organization shall contribute whatever amount may be assessed by the National Council.

ARTICLE X. EMBLEM

The organization shall have an appropriate emblem selected by the National Council. It shall contain the name or initials of the society, the name or initials of the school, etc., but in all cases the emblem shall be uniform throughout the United States.

ARTICLE XI. GENERAL CONTROL

A National Council of six, selected by the National Association of Secondary School Principals, shall have general control of all the affairs of the various organizations of this society. These six members shall be chosen for a term of two years, three being selected annually except for the first year, in which case six shall be elected and these shall draw by lot for the one- and two-year terms.

GREEK IN THE SCHOOLS

There was a good deal said a year ago by the classicists about a revival of Greek in the schools and an enlargement of Latin which would follow the war. There were conventions which discussed the reasons why these hopes should be realized, and there was a wave of enthusiasm among those who hold the classics in high esteem. It is of special interest, in view of this expected revival of the classics, to read of the doings of the English scholars at that shrine of Greek, Oxford University.

What has just happened at Oxford will be more easily understood if the organization of that institution is kept in mind. The governing body of Oxford is made up of all those who hold the Oxford M.A. This degree is awarded to all graduates who have taken the B.A., have paid a small fee, and have been engaged in some literary profession for three years after receiving the first degree. The character of this governing body is such that the university has been the stronghold of conservatism. If any reform measure is proposed, all the M.A.'s congregate from the country parishes, from the teaching masterships in preparatory schools, and from the homes of the idle aristocrats, and keep Oxford unswervingly true to what was.

Since 1906 the progressive friends of Oxford have been trying to move that ancient institution in the direction of modern practices. Especially have they been trying to eliminate from the responsions, or entrance examinations, the subject of required Greek. The first vote that was taken on this proposal was met with a solid vote of conservatism—and Greek held its place. Even candidates who intended to take their degrees in mathematics and science continued to be required to enter with Greek. It was required of all.

During the war Oxford, like all English institutions, was shaken to its foundations. There appeared a new spirit. This showed itself, for example, in the establishment of new research degrees designed to fit candidates for the practical duties of citizenship in a modern world. When the British Commission visited the United States one of the chief matters discussed by the Oxford representative was the new Ph.D. intended to attract Americans.

The modern spirit which has at last taken possession of Oxford has now expressed itself in a new statute eliminating required

Greek from the responsions. The vote was 434 to 359. The conservative majority which blocked this move when it was up before has gone, and a new policy is inaugurated.

The discussion which preceded the vote reminds the reader of American debates on the classics. The head master of a preparatory school made a plea for support in his strenuous effort to maintain Greek. He said he could not hold out if Oxford did not help him. A liberal leader pointed out in reply that it is not legitimate to bolster up the subject if it is not really needed. If the schools cannot properly maintain it without arbitrary requirements, it ought to go. The old question of the comparative educational value of English and Greek literatures was thrashed out once more with the old arguments. The new curriculum and its new demands were praised, and the value of traditional subjects was urged by those who hold that the whole structure of liberal culture will fall if Greek is abandoned as an absolute requirement.

Then came the vote. It is a clear indication that in England, at least, the revival of learning which is to come after the war is not going to take the form of a requirement of Greek.

LIBRARIES IN HIGH SCHOOLS

In a survey of the "Conditions and Needs of Secondary School Libraries in Utah" Professor M. W. Poulson, of the Brigham Young University, Provo, Utah, sets forth a number of interesting findings about conditions as he found them in that state. Three paragraphs from his summary chapter are worth emphasizing as applying to all high schools. These paragraphs are as follows:

In planning new high-school buildings the expert assistance of a trained librarian should be obtained to insure that architecturally at least the future library needs of the school will be adequately provided for. People having to do with the final approval of such plans should realize fully that "crudely designed libraries are wasteful of funds, of space, of time, and of educational force."

The "cubby-hole" or "ticket-office" affairs in schools already built should be abandoned as libraries and the books moved to some large and appropriate room that can be made into a "place of refinement, comfort, attractiveness and inspiration." Suggestive interior views of library rooms of different sizes showing suitable equipment are to be found in several of the references in the bibliography.

Too much cannot be said as to the importance of having the best librarian that it is possible to secure in order that the library may function to the extent that it should. The efficiency of a school employing as many as ten teachers will be increased if one of these is employed mainly to look after its library interests.

WISCONSIN ASSOCIATION FOR EDUCATIONAL RESEARCH

The first bulletin of the Wisconsin Association for Educational Research was mailed to the members of the association in March by the secretary, Cecile White Flemming, state supervisor of educational measurements. The bulletin was issued in mimeographed form. It reports the minutes of the first business meeting of the association held at the time of the State Teachers' Association in Milwaukee, November 5, the list of members to date, and a statement of the various investigations completed during the present year, now in progress, or planned for the immediate future by the members of the association.

The new organization was formed to stimulate educational investigations on the part of the school men of Wisconsin and to keep the members in touch with one another as to the studies of educational problems on which they are severally engaged. The first number of the bulletin is decidedly interesting in that it reports investigations from most of the members. The record of studies compares favorably with reports issued by the National Association of Directors of Educational Research. From the investigations reported by instructors in the normal schools it is evident that these men have a keen interest in the scientific solution of the problems confronting them and that with a reduction in their schedules which would give more time for research they would become a productive group in their contributions to educational research.

SALARIES FOR PERIODS OF SERVICE

The discussion of the grounds on which increases in teachers' salaries may properly be based goes on in various quarters in a way to indicate that there is a struggle on between the merit system and the union labor demand for flat increases. The city of New York is as usual a storm center in this discussion. The director of the Public Education Association has taken a stand in this matter which should be supported. His statement is as follows:

We have received a communication from a teacher in the New York City high schools, asking us to approve an amendment to the salary bills at Albany which will make the annual salary increments for teachers automatic instead of dependent, as at present, upon the certification of satisfactory service by superior officers.

We regard such a proposition as extremely unwise.

The public has been called upon to support increased compensation for teachers on the plea that the best teachers must be attracted to, and kept in, the service.

The public, in acceding to the demand for such increased compensation, is therefore justified in insisting that advancement and promotion in the service shall depend primarily upon the quality of service rendered.

It would be unfair to the progressive element in the teaching profession, as well as to the public, for teachers to advance on any other basis.

The schools exist for the children. No teacher has a right to ask for recognition who is not worthy, by virtue of her work, to receive such recognition. Merely staying on from year to year is no just reason for seeking advancement.

This teacher tells us, however:

"The placing of such arbitrary power in the hands of the principals results not only in depriving many worthy teachers of their just increases, but it also forces the teachers into such a humiliating submissiveness that they cannot do any independent thinking or acting, and, in time, they lose interest and pride in their work. Whenever a fairly favorable opportunity offers, they leave the system entirely to enter a field where initiative and independence are sought after rather than stifled."

If such a condition exists, it is certainly unfortunate. We agree with our correspondent that it should be corrected. But the cure is not in removing the requirement of efficient service as a condition of advancement, but, rather, in improving the present method of appraising a teacher's fitness.

Surely the dead, wooden routine of automatic advancement would not thrill the energetic and ambitious teacher who would be compelled to mark step with everyone else in the service who happened to have the same number of years of experience! And such teachers are those whom the public wishes to keep and to advance to positions of importance.

"In the interest of good teaching and fair play," therefore, to quote again from our correspondent, we must decline his request and urge that every step be taken to see that only those teachers who are fit shall survive and receive the rewards of merit.

We must get and keep the best teachers for our children.

EFFICIENCY UNDER THREAT OF DISMISSAL

A series of communications bearing the letter head, "Office of Wm. J. Shearer, A.M., Ph.D., Educational Expert, Elizabeth, N. J.," contains among other matters a letter addressed to "My dear Superintendent." This letter is marked personal, and it stimulates attention by putting it up to the superintendent in no uncertain terms. The offer of co-operation, if such it may be called, is as follows:

After you have read and carefully considered, will you hand enclosed letter to board? Thanks.

My earnest desire is to work *with* and *through* you; to give you the benefit of my many years of study, experience, and proving the solution of this perplexing problem, in such a way as to greatly increase your power, influence, and effectiveness, and not, in any way impair them.

Only when superintendent and board have refused to respond, have I finally agreed to make investigation and report to mayor, council, civic association, or local paper. I regret that, in a number of cases, this has resulted in a demand for change of administration. This is but a beginning of a propaganda for increased efficiency. It will be continuous and reach every parent in every city. Sooner or later your city will fall into line. Why not be among the first?

The letter then details how Mr. Superintendent is to be aided if he reacts properly. The financial key to the situation is given at the end of the letter as follows:

The plan in no way interferes with what you are doing in methods, course of study, etc. It merely makes it possible for you to reach the ends you long have sought in more efficient organization. My charge to board for taking this up with you, in detail, is \$250.

Hope you will urge plan, let me hear from you, and send me report on your schools.

In a second letter which is to go to the board the following promises are made:

1. The schools will, at once, take care of at least 10 per cent more pupils, thus doing away with part-time classes, and often saving need of an additional building. Is that not worth while?
2. A proper plan will save \$10 per pupil, each year, now worse than wasted by holding all to the pace of the slowest. Multiply \$10 by the number of your pupils and decide if this is not vital.
3. It will save one-third the annual cost of running the schools, if pupils receive but the same amount of education, as they will finish in two-thirds the time now taken. Is that important?
4. As all but the slowest will gain time, the school plant will take care of one-third more pupils in a given time. There will, therefore, be enormous saving, not merely in the providing of buildings, but also in expense for teachers, etc. Is that worth considering? Would not any one of the above justify immediate action?

This plan has often been tried, never denied, and has been uniformly endorsed as effective. The official records of New York City, Philadelphia, and other cities show that, as a result of the adoption of some of my suggestions, a million pupils have gained time, without expense or friction. None, before I showed a way.

The end of this letter is no less impressive than some of the earlier paragraphs quoted. It is as follows:

This is the best time to take up this matter. I have time to give this aid in a few more cities; so would be glad to work with your superintendent. My charge for this service is reasonable, dependent upon number of schools and time spent.

I have written your board several times on this subject but have had no response. Is its importance to taxpayers, pupils, parents, and teachers not so great as to demand attention and action? May I hear from you on this matter?

The editors of the *School Review* are impressed, as they read the campaigns conducted by journals of other professions, with the really small amount of quackery from which the educational world suffers. There are, of course, scandalous mispractices from time to time in public education, but the deliberate hold-up game and the get-rich-quick promises do not often appear in public-school administration. When they do appear, we believe that free publicity constitutes the best treatment.

Returning to the correspondence above quoted, we believe that it should be made the subject of professional examination by a committee of the Department of Superintendence.

A COUNTY HIGH SCHOOL

Fergus County is in the central part of the state of Montana. It supports at Lewiston a large county high school. The kind of institution which has been developed at this center is worthy of study by those who are interested in the development of American secondary schools.

This school has introduced into its curriculum an unusually full series of academic and practical subjects. It maintains student activities of the most varied types. Perhaps the breadth of its plan can be best illustrated by repeating one section of the report which was made at the end of the third year of the present administration. This section deals with the extension activities of the school. It is as follows:

For the past three years each department, wherever possible, has been steadily pushing its activities out into the county. The agricultural department in the past three years has tested hundreds of samples of seeds for purity and germination, has tested milk, analyzed soils, assisted the county agent in gopher campaigns and in other activities. Over 175 bushels of poisoned grain were prepared for distribution to the farmers last spring by the students of the agricultural department. The agricultural instructor is also the county leader for boys' and girls' clubs. The biology department has helped in identification of weeds and in weed campaigns. The home economics department has assisted the county

agents, helped with the club work, and rendered aid to the rural schools through the county superintendent's office. It also assisted in Red Cross work and other war activities whenever opportunity was given. The English and history departments have furnished suggestions and materials for community programs and plays to nearly 150 rural teachers and communities in the past two years. A public information bureau has also been established by these departments where outside persons and communities may secure all information and materials for a study of current topics. Traveling libraries have been sent out to rural schools, and through the rural teachers distributed to the people of the rural communities. The equivalent of over 3,000 volumes was distributed this past year. The chemistry and physics departments have analyzed water and minerals. The manual arts department has made an excellent collection of plans for farm buildings, and has planned and made estimates for farmers for different farm structures. It has devised home conveniences and labor-saving devices that are now in use in many homes in the county. During the past year over 175 farmers have been given advice and assistance in automobile, gas engine, and tractor difficulties. The music department co-operated with the county superintendent in establishing circuits for music supervisors in the smaller towns and rural districts in Fergus County, and has assisted throughout the county in community singing programs. The business department in the past three years has got out nearly 500,000 letters for private and community service organizations. The entire school has co-operated with the county superintendent in rendering aid to rural schools, assisting with the meetings of the Fergus County Trustees' Association, and has helped with the County Eighth Grade and High School Annual Spring Meet.

To meet the needs of the boys on the farms more thoroughly, a winter course was started two years ago. It runs from November 1 to March 15, and the equivalent of one-half year of regular high-school work is done. This course is of a practical nature and relates mostly to the activities of farm life. Over fifty boys took advantage of this work the past year. A six weeks' course in gas engine, automobile, and tractors is offered to men during the winter. Over thirty applications from men from different parts of the county for the course this coming winter are now on file. It is planned this coming year to offer a six weeks' course for women in dressmaking, home nursing, and applied art. An opportunity will also be given them to make home conveniences and labor-saving devices in the shop.

For the past three years, in co-operation with the county agents, the Farm Bureau, and the State College of Agriculture, a Farmers' Week has been held. Each year the enrolment has steadily increased until last year a total of 850 men and women were enrolled.

In co-operation with the county superintendents of Fergus, Chouteau, Wheatland, and Meagher counties, a six weeks' summer school for teachers and other students has also been held. This summer approximately 350 teachers and students under the supervision of 20 instructors, in addition to outside lecturers, will be in attendance. If, to the regular enrolment of the school here, there be added those who receive instructions during Farmers' Week and summer school, the total will crowd the two thousand mark. The administration and the entire

faculty believe that the institution should stand for the education of the people regardless of age. Consequently adults are admitted to any class in any subject, provided they are able to carry the work satisfactorily.

There is a strong demand for night-school work. This is a problem for the city rather than the county. For two years the City Board of Education used the building for some night-school work, but last year the work was discontinued. This coming year the administration hopes, with the help of federal and state funds from the Smith-Hughes Act, to start again the night-school work. One tax should cover the cost of all educational instruction in the community without having to pay tuition to private institutions and so-called finishing institutions for work that may be just as efficiently carried on in your public institutions.

¶. The administration and the entire county high-school faculty believe that a school building, in order to return the greatest dividends to the people, should be idle as little as possible. Accordingly the county high school has been kept open practically the year around. It has been thrown open to public meetings. During the past year from November 1 to March 15, with the exception of the period of the influenza scare, the gymnasium was in almost constant use for athletics and other purposes from eight in the morning until ten at night. During the period of the war all the faculty members assisted in Liberty Loan drives, War Savings Stamp campaigns, and in other activities whenever an opportunity was given. The student body alone bought \$10,000 worth of War Savings Stamps. Members of the faculty have taken part in 316 community meetings outside of Lewiston during the past three years.

A TRUE BASIS FOR RE-ELECTION

There are doubtless other cases in which school men have laid down in advance the principles which would constitute their programs if they were elected to positions of importance, but the present case is so clear cut and wholesome in its tone that it is worthy of comment. The statement below is copied from the *Illinois State Register* published in Springfield. It would be well if the habit grew of writing such letters as is here reproduced.

I. M. Allen, superintendent of schools of Springfield, whom the Board of Education will request to serve for another term, today establishes a precedent by publishing to the public a complete statement of the policy that will be pursued by him should he be re-elected and a statement of his position on the questions that have been generally under discussion of late.

This statement of the superintendent is by no means intended in the spirit of dictation to the Board of Education as to the policy it shall pursue but rather as a candid statement of the views of the superintendent to be considered by the members before taking action on the election of a superintendent.

He submits with his introductory statement a detailed plan for a salary schedule based upon efficiency and service. He makes it plain that in submitting his program he is not stickling for details but for principles in dealing with school problems. The address which covers much ground follows:

SPRINGFIELD, ILLINOIS. April 1, 1920

Board of Education, School District No. 186.

Sangamon County, Illinois.

Ladies and Gentlemen:

No superintendent of schools who is not a mere time-server could go through the stress and strain of the past three months with teachers and patrons confused and bewildered over facts and policies that should in no wise be in issue, without attempting at least to define clearly his own position on some of the issues in conflict. I prefer to state my platform before I am re-elected rather than to announce it subsequently. This leaves you absolutely free to weigh carefully the merit of the policies advocated and if you choose me again as your leader, as I sincerely hope, we shall begin our new school year with a mutual understanding between ourselves and the public. Let me say, by way of explanation, that the platform I announce here is not put forward as final in detail or in any way dogmatic; it is, rather, tentative. I ask you to consider whether or not you agree with me in principle; the details may be modified or rejected.

1. The Board of Education is the only legally constituted body to determine the educational and administrative policies of the public schools. It could not, if it chose, delegate its authority to interested parties, school clubs or teachers' organizations. The members of the Board of Education are chosen to represent the entire Springfield school district and they must not surrender this responsibility by leaving the decision of important issues to the vote of partisan groups. On the other hand, the Board of Education should do everything in its power to understand the points of view of patrons and teachers in reference to all of its policies. It is, therefore, suggested that the organization of a lower house or council be encouraged in which representatives of all groups of the educational staff, including classroom teachers from various grades and schools, supervisors, principals, patrons clubs, representative citizens selected from various social and civic organizations of the city, and members of the Board of Education, shall sit together as a whole or in committees for counsel on various educational and administrative policies that will arise from time to time. In such council meetings the members of the Board of Education are present to ask and answer questions and to become better informed as to community and group sentiment on the questions under discussion.

The object of the council is not to record a vote for or against certain policies but to afford a forum in which teachers and patrons together with members of the Board of Education may discuss common problems and thereby arrive at a more enlightened opinion.

The organization of this council would naturally divide itself into two parts, the teachers and patrons. Delegates from the board would attend meetings of both groups and occasionally the entire council would be called together to discuss matters of common interest. Had such a council been in operation last January, it is safe to say that the controversy over the board's financial policy would have been better understood by patrons and teachers alike.

2. The question of teachers' salaries has been the paramount question of the past few months. Indeed so acute has it become that it has been impossible for the educational staff, including all of its members, to pursue with accustomed

poise and interest its fundamental tasks. To a certain extent, I am sorry to say, they have been neglected. I insist that it is imperative that we all take up our main objective, the education of children, and commit to the Board of Education the task of working out a satisfactory salary schedule. We should now come to some agreement as to what our future policy in reference to teachers' salaries and schedule provisions should be, and as a basis for such agreement, I am submitting for your consideration and that of all parties concerned a tentative proposal governing salaries and schedule provisions for the entire educational staff. There are three fundamental considerations that control my thinking in reference to this difficult proposition and I will state them as follows:

a) Good teachers must be retained and secured for the Springfield schools.
b) Salaries adequate not only to hold or secure teachers for the coming year should be paid, but a salary schedule that carries with it promise and provision for the future must be established. Teachers, in order to be happy and efficient, must know what the future holds for them.
c) Efficiency and growth in service requirements should be embodied in the schedule, provided such schedule assures promise and certainty for the future. It is unfair to exact rating and training in service requirements, unless a schedule carrying adequate rewards and certainty of future be adopted. On the other hand, it is equally unfair to the public and to the children to provide a liberal schedule carrying automatic increases from year to year unless efficient service is guaranteed. I am therefore proposing a schedule which carries efficiency and growth in service requirements for the entire educational staff, including the superintendent of schools. I cannot, however, recommend it unless a salary schedule commensurate with such requirements be adopted and become the settled policy of the board.

3. It is necessary to point out that the proposed salary schedule cannot be operated after the year 1920-21 unless there is an increase in the educational revenue of the Board. The constitutional convention now in session and the legislature which meets next January may give us the relief needed. In case it does not, then I emphatically recommend that we do not abandon our proposed schedule, but that we reorganize our system so that we may secure sufficient funds to maintain the schedule. This may be done in the following ways:

a) Eliminate certain features of our educational program and thereby liberate funds for teachers' automatic increases. This is not recommended—all the funds secured thereby would be inadequate to maintain the schedule.

b) Reduce the overhead by dismissing supervisors and liberate funds for automatic increases of teachers. This is a mistaken policy proved over and over again in cities that have resorted to it. We need more and better supervision, and the funds liberated by this method would be inadequate to maintain the schedule.

c) Reorganize the school day of the younger pupils on a standardized program whereby such pupils spend less hours in school with a consequent reduction of the number of teachers required to operate the system. It is submitted that this may be done without a loss of efficiency in instruction, for did we not learn during the great war how to give intensive military instruction and prepare men in six months to do what we had previously assumed to be a task involving twice

the length of time? We are just at the beginning of a scientific era in education, and intensive instruction is one of the lessons of the great war that may be carried over into a public-school system. By this method alone, if extra revenue is denied us, may we obtain sufficient funds to maintain the automatic increases of the schedule without eliminating educational features already inaugurated.

4. It is submitted that it is important to work out a salary schedule for the educational staff and a policy for maintaining it—it is equally important to set up a definite educational program and also a building program extending over the period of the near future. Such an educational program is definitely outlined in my last annual report and a building program for the near future was submitted to the Board of Education on January 20. I am not contending that either program is more than tentative, but I insist that in both our building and educational programs we should be governed by principles that take into account our future needs rather than to proceed without chart or compass on the stream of bewilderment expediency.

With the statement of these principles, I now submit for your consideration a detailed plan of the salary schedule referred to and shall ask you to consider it together with the points of policy already outlined, remembering that it is not the details I submit for your endorsement, but the principles involved.

Yours truly,

I. M. ALLEN
Superintendent of Schools

NEWS ITEMS FROM SECONDARY SCHOOLS

PROVIDING FOR INDIVIDUAL DIFFERENCES IN ALGEBRA

J. Sterling Morton High School, Cicero, Illinois.—During the year 1918-19 each of the different sections of the first-year mathematics classes, which had from twenty-five to thirty pupils, was divided into three divisions, high, medium, and low, upon the teacher's estimate of the pupil's ability. This made each division of the sections number from seven to ten. The plan was to have each pupil begin at the beginning of the book and work every problem *seriatim*, and as soon as a section of problems was completed, hand the work in for inspection. During the first few weeks of the experiment it was necessary to promote or demote a few pupils, but soon no further changes on the basis of ability were necessary. While division A was reciting, divisions B and C were working ahead at their desks. Those working at their desks realized that the more they accomplished in class the less they would have to do at home. It was also necessary for them to work at their best pace in order to maintain themselves in their divisions. All papers that had errors on them were returned each day at the

beginning of the class. Each problem was marked by a sign indicating whether it was correctly solved. As soon as all problems of a lesson were done correctly, credit was entered in the teacher's class book and the pupil went on to the next lesson in the book.

The pupils sorted the papers so that all of one lesson could be inspected and marked at one time. When there was an overload of papers, some gifted pupils aided in the marking. Most of the class time was spent in developing new work, or bringing to light the difficulties of the previous day's lesson.

This plan of handling pupils in the mathematics class has several advantages. In the first place, during the influenza epidemic it proved peculiarly efficient. Pupils out for several weeks were demoted to a division where they were abreast of the work. Usually a few weeks after their return they worked themselves into their former high divisions. Some who were well enough to work at home kept up with their divisions and returned to school without loss in the subject. In the second place, it stimulated some few pupils to accelerate their pace. Some pupils who had done ordinary work in mathematics in a previous year quickened their gait and worked into higher divisions. In the third place, it raised the standard of the work of the whole group as is shown by scores made in the Rugg and Clark Standardized Algebra Tests. The median scores for 1917-18 and 1918-19 are as follows:

TEST	1917-18		1918-19	
	Attempts	Right	Attempts	Right
1.....	12	10	13	11
2.....	11	10	16	16
3.....	12	9	15	13
4.....	13	11	17	13
5.....	18	16	21	21
6.....	8	5	14	11
7.....	23	23	32	29
8.....	9	7	14	9
9.....	7	1	12	4
10.....	9	2	12	6
11.....	17	5	18	10
12.....	13	9	20	13

The 1917-18 scores were made by sections conducted as whole classes; the 1918-19 scores were made by the subdivided sections.

H. V. CHURCH